

Kentucky Writing

2009 Portfolio Scoring Training Materials

Grade 12



These print materials contain the UNANNOTATED copies of the portfolios, exemplars and other writing samples. At training, you will be provided a copy of the ANNOTATED portfolio and RATIONALE/SCORES to use as a component of training. However, we will take these copies up to use at the next session.

The ANNOTATED copies and RATIONALES/SCORES will be posted mid-March for you to download and use during your school/district scoring training. DACs will receive the quality control pieces from the Office of Assessment and Accountability via a secure website.

**2009 Spring Training Selections
Grade 12**

| Training Portfolio | |
|---------------------------|--------------------------------|
| Title | My Gift to You, Grandma |

| Practice Portfolio | |
|---------------------------|-----------------|
| Title | Baseball Dreams |

| Analytical/Technical Sample | |
|------------------------------------|----------------------|
| Title | The Virtual Composer |

| Poetry Exemplar Set | |
|----------------------------|-------------------------------|
| Poem Score | Title |
| 4 | Presentation of a Fallen Snow |
| 3 | Mornings with Dad |
| 2 | Time |
| 1 | Fishing |
| 0 | The Time has Come |

| Quality Control Pieces* | |
|--------------------------------|------------------------|
| Category | Title |
| Reflective | That's All Folks |
| Personal | Childhood Wishes |
| Transactive | Much Ado About Nothing |
| Transactive/ Analytical | Letter to the Editor |

*Cluster leaders may use pieces from the 2007 and 2008 quality control portfolios during the scoring sessions as well as the new samples added during 2009.

Kentucky Writing

Grade 12
Training Portfolio

My Gift to You, Grandma

KENTUCKY WRITING PORTFOLIO

Table of Contents

Grade 12

Student Signature Sheet Included and Signed

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N

(Circle One)

| Number of pieces | Category/Descriptor | Content area At least one piece must come from a content area other than English/ language arts | Page |
|------------------|---|--|------|
| 1 | Reflective Writing (e.g., letter, personal essay) | | |
| | Title: Born to Be Literate | English IV AP | 1 |
| 1 | Personal Expressive OR Literary Writing personal narrative, memoir, personal essay, story, poem, script, play | | |
| | Title: My Gift to You, Grandma | English III APP | 5 |
| 1 | Transactive Writing various authentic genres (forms) | | |
| | Title: HEALTH WEEKLY The LEGAL DRUG | English III APP | 9 |
| 1 | Transactive Writing with an analytical or technical focus various authentic genres (forms) | | |
| | Title: Walking the Path of... Asperger Autism | Peer Tutoring | 13 |
| 4 | Total (must equal 4) | | |

4/16/08

After the Table of Contents has been reviewed for accuracy and completeness prior to scoring, the person helping the student complete the portfolio should initial and date in the space provided to the left.

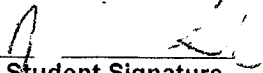
Student Signature Sheet

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (through conferencing) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan/Program Services Plan Adaptations").



Student Signature

IEP/504 Plan/Program Services Plan (LEP) Adaptations (requires teacher signature):

Teacher Signature: _____

Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.


Student Signature (optional)

Required Verification Signature: It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

Optional Permission: The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide rescoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

Born to Be Literate

When society reflects upon Kentucky as a whole, the message seems to be clear that “we” are not completely literate. However, when I think about my past, present, and future with reading and writing, I consider myself proficient in both. Even though, I was born and raised in the rural Kentucky area, my parents did not fit into society’s stereotypical family. Unlike some families, both of my parents could read and write, both were high school graduates. After high school, my father became an entrepreneur, and my mother an elementary English teacher, therefore, it was to be set in stone that I would be a scholar before I was even born. In fact, my mother claims that during her pregnancy she would sit with novels, rub her stomach, and read aloud. By the age of three, my mother was making sure that I was singing all of my ABC’s and writing them. I like to thank my mother for my acquired reading and writing habits, because before my first day of kindergarten, I was reading small children’s books, as well as writing my whole name, and various other words. My reading and writing habits followed me throughout my elementary school days and into middle and high school year, and now I am putting a close to my senior portfolio with the hopes that all of my hard work has paid off.

Since the day of May 6, 1990, when I was brought into the world, reading has been a part of my life. My parents would sit and rock me to sleep while reading stories such as, **The Three Little Pigs** and **Little Red Riding Hood**. While a toddler, I had my own mini library, full of all the classics. It was a daily routine for my mother or father to sit and read a story to me, sometimes reading it two or three times. During our special

2

reading times, they would point out words and have me say them by sounding out each letter. My mother was most memorable for doing this procedure. She also bought me tons of audible materials, in which I could listen to, and repeat what was said. I honestly believe that I had every educational toy or movie ever made throughout the 90's.

When I think of my earliest reading habits, I like to reflect upon 1994, when I was four years of age. Being that **The Three Little Pigs** was my all time favorite book, I would find myself going outside, yelling for my dog, *Sam*, and reading to him the same book over and over for many hours at a time on the front porch. Believe it or not, he would actually sit the whole time and listen to me! However, he was not the only one I would torture with continuous reading. My cousins, K _____ and K _____ who were younger than I, would sit for hours and listen to me "preach" the words of my mini book collections. Although, they like to claim that I am the reason they do not voluntarily read novels now, I like to think I made it interesting by retouching the stories, using the illustrations into my own words. I did this quite often to every story I read. My parents claim to this day that they have heard at least a hundred versions of "Little Red Riding Hood" from the author herself, ME!

Although throughout my younger years of life, I enjoyed reading, because it was new and exciting for me! But once I wrote my first *real* story, I learned that writing was my passion. Like I said before, every story I would read, I would change, and put it into my own words, as if I had actually rewritten the whole thing. My mother likes to think that she passed the gene of *loving to write* to me; although, I like to think it's something I acquired on my own. I love writing something that I feel, imagine, or even experience into words, and always have.

In fact, it all began during third grade, around the middle of October. The teacher assigned the class to write a scary short story for Halloween. The limit was one page, and I found myself writing two. That afternoon, when arriving home from school, I remember my mom being astonished for my accomplishment of writing the two page story. However, she claimed, "Sweetheart this is a great story, but it isn't actually scary!"

I hated and still hate terrifying plots, however, at a young age I didn't quite understand how in depth the reader would become in such gut wrenching action. Therefore, with the help of my mom, I made my friendly ghosts into howling nightmares. I was a proud author of the piece; I believe everyone in my family read the grueling story. I can remember my grandmother shivering "in fear" from the terrifying words she comprehended from the plot. She now asks to read my work, to this very day. In fact, she cried when she read my personal narrative "My Gift to You, Grandma." This is the type of work I love to share, the type that brings raw emotions from the audience.

Still today, I do not have any issues with having multiple audiences of my pieces. In fact, I would love to one day write a book. I imagine myself sitting down to place the piece together, gathering my data on the topic, and tweaking the plot to make audiences entranced on every word. I assume this is why I had no conflicts with completing my portfolio. In fact, to this very day, when my Advanced Placement English class assigns a novel, I construct ways within my mind, in which I would change the characters to make them more realistic, or perhaps the figurative language in which could be placed into the lines. "Cold Sassy Tree" composed by Olive Ann Burns, is one of my all time favorite books, because like the plots I enjoy writing, Burns brings reality to the lines in the book. Reality in which all readers can somewhat relate to. Everyone loves to read something

they can relate with, or perhaps find extremely interesting, because unlike me, everyone doesn't love to read or write.

Reading and writing must involve something relating to me, because it is something that I do on a regular basis. However, unlike me, there are many who do not feel the same, because I am sure that it all did not begin for them from day one. Although it did begin in 1990, I am sure it will last until the very end, because I could not analyze myself without proclaiming that I am a READER and I am a WRITER, because no matter where I go in life or what I do, those habits will always be something that will follow me throughout life. Without reading and writing I could not succeed in school or in life, perhaps my portfolio would not be as proficient as I believe it is, because I was born to be literate in the hills of Kentucky.

My Gift to You, Grandma

By:

The expression on her face and the look in her eyes match the words coming from her lips. My heart swells with pride and breaks with sorrow. She is giving me a precious gift, a gift of insight to the life of a beautiful, beloved person, my grandma. As far back as I remember my grandma has always told *amazing* stories. She has a special way of telling stories... the hardships she despised and the good times she loved. "Life can be what you make out of it," she has always told me.

"Grandma, could you tell me again how you and Grandpa met?" I asked while helping her set the table for dinner. She smiled and I knew this was going to be good!

Sitting down, Grandma began, "Well, one evening while Ma and Pa were gone, and I was left in charge of all the young'uns, a dark handsome young man made several trips up and down the hollow in his car. I was sweeping the porch while the younger kids were playing, and I kept noticing that he kept traveling the dusty road several times..."

By now I was totally entranced. I loved hearing the story of how Grandpa and Grandma first met. It sounded like something that comes from a story book.

6.

Carefully folding the freshly washed towels, Grandma continued, "Being a very shy girl, I would blush and duck my head every time the car would pass. I knew the name of this fellow already. B ____ N ____ was very popular among all the girls! After the third time the car passed by, I ran around the house to pretend to be hanging up clothes to dry. But then I heard the motor kill out in our driveway. I panicked! I ran into the house and peered out of the bedroom window. That young handsome man with dark hair was walking up the sidewalk and onto the porch! I heard the front door slam and I knew he had been let in the house by one of the young'uns. I grabbed my brush and ran it through my long black hair rapidly. My heart was racing. All of a sudden there was his figure looking back at me right there in my own mirror!"

I giggled. I could see my grandma, younger, with fair skin and long black hair. I thought to myself, *I bet she was beautiful.*

Grandma stood up and stomped her foot to imitate how she reacted to Grandpa, "I said to him, 'B ____ Ma and Pa aren't here. You have to leave now!'

He smiled sheepishly, 'From the first time I laid eyes on you, I knew you had to be mine.' He was right. I was his from that day on. We were married for fifty years and had ten kids."

I smiled. I could just imagine Grandma standing there with that hairbrush.

Lying in bed that night, I couldn't keep from thinking about Grandma. This woman is so important to me. What could I do for or give Grandma to add to her life? The beach! My grandmother had never seen the ocean. She always told me

she would love to walk the beach, collect the seashells, and feel the sand between her toes. Being in her eighties, she is no longer able to travel; and she always told me she would love to go to the beach. But not being no story teller, I could let her make a trip to the beach through the gifts I brought for her.

So, the first gift I brought back a huge seashell I found lying in the sand. I said to her, "Grandma, here is a seashell I know you would want to collect."

She smiled and gave me a big hug. She said, "This is just like the one I imagined."

The second gift I gave her a jar full of white sand from the very same beach. "Grandma, here is the sand you wanted to feel between your toes."

She replied with a big accepting smile, "Just like I imagined."

The third gift was most remarkable. I took my mother's video camera and made a special video for my grandmother, *A Walk on the Beach*. And for one hour I walked the beach with the camera. I taped every aspect of the beach, from the waves crashing into the shoreline, to the seagulls flying in the sky, and the white sand for miles and miles.

When we returned home from this trip, I told my grandmother I had something very special for her to watch. We walked into the living room and I placed the tape into the VCR and pushed play.

"Grandma, here is your walk on the beach."

We sat in total silence throughout the whole film and when it was over and I looked over at my grandma, she had tears in her eyes. I went over to her and

clasped her hand, "*Grandma, this is my gift to you.*" She grabbed me and hugged me tight. Realization fell upon me that day, as I concluded that giving a gift can mean *so* much more than receiving it!

HEALTH WEEKLY

The LEGAL DRUG

By: _

Hey You! Yeah, I am talking to you, the one who smells of smoke and has those dreadful yellow teeth. You must be a user! Don't deny it. I can tell it a mile away! So, smokeless or smoke? Oh! Smoke! No, I'm not talking about drugs. I am talking about tobacco! A few more questions, Do you enjoy inhaling car exhaust fumes? Do you know that according to the website: (<http://stepupnc.com/know/effects.com>), every time you take a puff off that cigarette you are inhaling over 600 deadly ingredients alone! These ingredients include: Acetic Acid that is found in vinegar, Acetone found in nail polish remover, and even Butane which is found in lighter fluid.

These ingredients are just as deadly as the ingredients put into meth or cocaine, and 45 million Americans are putting these poisonous materials into their systems every day. According to the **2007 Cancer Facts and Figures**, tobacco alone kills more than 170,000 deaths a year! Have you ever heard of that many deaths

caused by illegal drugs? Probably not! Along with marijuana, tobacco should be illegal.

Illegal drug users appear to be "druggies" right? They usually look older than what they are, and their teeth are rotten yellow. Have someone smell your breath... I bet they tell you that you could use some gum right now! Then look at yourself, you probably have lines appearing in your face, and your teeth could use a cleaning. Like illegal drugs, tobacco affects your appearance. However, we all know illegal drugs have a faster affect on your appearance. According to the website(<http://stepupnc.com/know/effects.com>), tobacco takes at least 10 to 20 years to apply affects to your appearance. You may laugh and say well I could quit in 20 years! Think again!

Like illegal drugs, tobacco is addicting. That's why you use it, right? It's a habit. Tobacco helps you organize your energy: it gives you stimulation. Tobacco gives you something to do, it gives you pleasure, or it helps you reduce stress in your life. Smoking alone

causes physical and psychological addiction. For him or her the craving for the next "cig" begins to build to moment he or she puts one out. Even smokeless tobacco use can lead to nicotine addiction and dependence. Quitting for the addicted smoker is difficult, like quitting cocaine. However, there are no support groups or rehabs to help us break the addiction. Most of the nicotine gum or pouches do not provide us with the pleasures that the "real" thing does. Therefore, most of the tobacco users do not stick with them.

Like illegal drugs, when a tobacco user tries to stop he/she has withdrawals and can experience crucial side effects. For example, my father has been smoking since he has been about sixteen years old. He is addicted. He had a scare for his life last year when the doctors told him he had a large dark mass on his right lung. Therefore, he tried to give up cigarettes. It was useless, being out tons of money on patches and gum. Nothing helped. Therefore, he tried to stop on his own. That's when he became nervous and aggravated over everything. He would sweat easily and have terrible headaches. After about two weeks he continued to smoke.

Tobacco like illegal drugs not only has negative appearance affects and addiction, but also has the high risk of diseases. Tobacco

leads to lung cancer, which is the leading cause of cancer death in the United States for both men and women, but yet tobacco is still legal. Lung cancer is, however, the most preventable cause of cancer deaths in our society. Wow! What a shocker huh? Therefore, according to the website:

(www.tobaccoharmreduction.org), 87% of lung cancer deaths can be attributed to tobacco use. Besides lung cancer, tobacco use also causes increased risk for cancer of the mouth, nasal cavities, larynx, pharynx, esophagus, stomach, liver, pancreas, kidney, bladder, uterine cervix, and myeloid leukemia. However, our legislature seems to think that it is okay to use smoke and smokeless tobacco.

Not only does tobacco put you at risk of about all forms of cancer, it also puts you at risk for heart disease. Most people actually don't realize that more smokers die of heart disease than of lung cancer. Smokers have twice the risk of heart attack than nonsmokers. Nearly one-fifth of all deaths from heart disease are caused by smoking. If you added up all the amounts and percentages that tobacco causes, it would be unreal. However, we have ads encouraging us to become tobacco users. Tobacco is more responsible for more deaths of people in the United States than drunk driving is. However, drunk drivers are

11

charged with murder and sentenced to life in prison if they kill someone, and TOBACCO producers are sentenced NOTHING! Why are we allowing this! Like drunk drivers, tobacco can kill innocent people, with second hand smoke, or babies who have mothers that smoke while they are pregnant.

Each year about 3,000 nonsmoking adults die of lung cancer as a result of breathing secondhand smoke and causes and estimated 35,000 deaths from heart disease in people who are not current smokers, reported by the website.

(http://www.cancer.org/docrot/PE_D/content/PED_10_2x_Tobacco-Related_Cancers_Fact_Sheet_.asp?sitearea=PED)

If an intoxicated person can be sentenced to prison for life, then why aren't smokers sentenced to prison for causing these deaths? Why is it legal to smoke around innocent people and eventually kill them? Did you know that women who smoke or are around smokers while pregnant subject their unborn child to significantly increased health risks? The site estimates that nearly 14% (www.cancerfactsandfigures2007.com) of premature deliveries and 10% of infant deaths are the result of smoking mothers and nonsmoking mothers who are introduced to secondhand smoke.

However, we have people argue that tobacco is not as harmful as illegal drugs. They state that a lot of people are trying to mislead you about tobacco. That nicotine is not very bad for you, and neither is tobacco, as long as it's not on fire, because anything that is burning is bad for you. They also state that the danger of smoking tobacco is entirely due to inhaling concentrated smoke, which is true, which according to (www.cancerfactsandfigures2007.com) is what killed 160,390 people in 2004. However, they keep marketing tobacco in all shapes and forms. Now they have even came up with *smokeless pouches* which does not introduce you completely to the tobacco. We now have *light* cigarettes. Producers are now marketing products that are supposed to take the carbon monoxide out of cigarettes for the consumer smoker. Even though they are *trying* to help matters, we still need more. We need tobacco to be banned.

I applaud whoever made the commercial of the ice sculpture mothers that are melting away because of tobacco use and their babies are the ones who are at loss. I understand that a lot of our agriculture economy depends on growing tobacco, but once upon a time agriculture grew marijuana plants too, and now that's illegal.

With all of the proof pushed under the official's noses, you would think they would step up and say enough is enough, but they're not.

Therefore, I am asking you, **the smoker** to stop, put out the cigarette and help me parade around protesting tobacco. If "they" are not going to do anything about it, "we" will have to. It's time we create organizations against tobacco, like MADD (Mothers Against Drunk Drivers.) It is time we create rehabs and support groups for those who are trying to quit, and it's time that we declare tobacco as a drug, and call it illegal.

Sources:

<http://stepupnc.com/know/effects.com>

http://www.cancer.org/docrot/PED/content/PED_10_2x_Tobacco-Related_Cancers_Fact_Sheet.asp?sitearea=PED

www.tobaccoharmreduction.org/faq/harmreduction.htm

http://mayoreasearch.mayo.edu/mayo/research/nicotine_research_center/pregnance.cfm

www.cancerfactsandfigures2007.com

Walking the Path of...

Asperger Autism

By: N _____ T _____

In today's society, we are becoming more and more aware of the deficiencies that are out there affecting people. These deficiencies range from people who are born with defects from Down Syndrome to moderate and extreme cases of Autism, and whether we know it or not, people all around us know at least one person who suffers. However, do we ever really know the affects of these defects? When people stop and stare at someone who doesn't perhaps look a certain way or talk in a certain dialect, do they actually know the way it feels to walk in those shoes? Take a journey... walk in the path of someone who suffers from Asperger Autism for one day; learn how those diagnosed with the syndrome and their families cope with the twists and turns of life on Earth in many ways you and I do.

Describing Asperger Autism

When asked what the term Asperger Autism is, some may give a blank stare. This is simply because Asperger Autism is not a well known condition. However, 1 in 150 individuals is diagnosed with autism every day. This makes it more common than pediatric cancer, diabetes, and AIDS combined. (<http://www.autismspeaks.org/whatisit/index.php>) Shocking huh? Asperger Disorder, in fact, is a milder condition of Autistic Disorder. A person diagnosed with Asperger Syndrome is categorized

with a condition marked by impaired social interactions and limited repetitive patterns of behavior. (<http://www.healthline.com/adamcontent/asperger-syndrome>) This means someone who does not interact well with others, or behaves in the same manner numerous times; rocking back and forth or repeating a word.

The Cause and Effect of the Syndrome

Asperger Autism's specific cause is still as unknown to medical examiners as it is to the society of the world. Some suggest that the disease is caused by genetic factors, while others claim a prenatal infection may be to blame. Even though the cause of this syndrome may not be discovered, the effects are very visible. Although, those born with this specific type of Autism are mostly anti-social, many have above-average intelligence. In fact, many excel in subjects like computer programming and science. Though these children are born with Autism, there is no detection of delay in their development of age-appropriateness. Most of these cases involve those who suffer from no delay of language development. (<http://www.healthline.com/adamcontent/asperger-syndrome>)

However, these cases do involve symptoms those diagnosed suffer on a

daily basis. Not only does a person with Asperger disorder suffer from social isolation, but they may also encounter peculiar speech habits due to abnormalities of inflection and repetitive pattern. Autistic sufferers may also experience clumsiness in both their articulation and gross motor behavior. Those considered Autistic may also find interest in the smaller things in life, perhaps how a part on a toy moves, or the sound of a word rolling off the tongue. Although in no way can these children be considered any different than anyone else. However their lifestyles must become more adaptive to those around them.

(<http://www.ummed.edu/pub/o/ozbayrak/aspelin.html>)

The Life of Autism

Living with someone who has Asperger may be more of an adaptation, but isn't living with anyone an adapting process? Under the same roof we must learn what the other's likes and dislikes are, just like anyone who is in the environment with an Autistic person must do. "Autism Every Day" is a film which shows how families deal with the disorder. Producer of the documentary and mother of an autistic son, Lauren Thierry states "*Autism Every Day* was about stating the case that autistic children, who are deprived of so much in life, deserve compassion *not* scorn." After viewing the video, one must agree with Thierry when she said "autism is not a behavioral problem or a matter of a parent not being able to control his or her child, but a neurological disorder that a child could not help."

(<http://abcnews.go.com/GMA/print?id=28631>) When the outside world is

welcomed into the situation like Thierry with her 4-year-old autistic son, and others in the film, the audience has a better appreciation for the patience the families have with the children. Like my mother has always said "love takes time."

(http://www.autismspeaks.org/sponsored_events/autism_every_day.php)

There is no single treatment designed for children with Asperger Autism, due to the "high functions" of a child diagnosed with the syndrome. Although, according to the organization Autism Speaks, an Autistic child is born every 10 minutes just in the United States alone.

(<http://abcnews.go.com/GMA/print?id=28631>) Therefore, it is important that we all become aware of this syndrome. With so many cases in the U.S., many wonder how you treat something that has an unknown cause. Most cases respond best to highly structure behavioral programs. Therapy may also be an option for a parent with an autistic child. Basically, teaching a child how to socially interact from the first day of diagnosis is a major milestone. The most important thing, like with any child, is teaching children they can put their love and trust into parents, therapists, doctors, teachers, and etc. It is also recommended that those with Autism be placed in as natural environment as possible. With the *Individuals with Disabilities Education Improvement Act*, this could be made possible. The law mandates that the state provide all eligible children with a free and appropriate public education that meets their unique individual needs. Medications (which may include anti-depressants) could be prescribed if medical examiners find it necessary. (<http://www.autismspeaks.org/howto cope/index.php>)

Growing with Autism

Not only does a child with Asperger need the devotion from the parent(s), but the parent(s) will need the love and devotion of family and friends as well. With raising any family it is a rollercoaster from day one! Although it can be extremely incapable sometimes for the parents, it is even more difficult for the child who is suffering. As with any child, even those with Aspergers', learn the isolation their disadvantages have placed upon them. Life can become especially difficult if teasing from peers or society takes place. A person with Asperger Autism can receive tremendous success in the future; therefore, like every parent, it is important to stay consistent with support from those who surround an Autistic child.

As the Earth turns the path grows longer, and as the path grows, we all must continue to travel. Even though there will be hills, take time from your busy schedule to put your feet in another person's shoes. Stop and walk with an Asperger Autistic person, explore the small wonders of the world. Watch the butterflies wings flutter up and down, and truly explore how wonderful one small movement can be. Just because we are all not on the same emotional and social level, this doesn't mean we all can't take a walk on the same **path**, *just for one day!*

SOURCES:

- <http://www.autismspeaks.org/whatisit/index.php>
- <http://www.healthline.com/adamcontent/asperger-syndrome>
- <http://abcnews.go.com/GMA/print?id=2286321>
- http://www.autismspeaks.org/sponsoredevents/autism_every_day.php
- <http://www.ummed.edu/pub/o/ozbayrak/aspelin.html>

Kentucky Writing

Grade 12
Practice Portfolio

Baseball Dreams

KENTUCKY WRITING PORTFOLIO

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|------------------------|---|--|------|
| 1 | Reflective Writing (e.g., letter, personal essay) | | |
| | Title: Pushing the Limits | English | 1 |
| 1 | Personal Expressive OR Literary Writing personal narrative, memoir, personal essay, story, poem, script, play | | |
| | Title: Baseball Dreams | English | 3 |
| 1 | Transactive Writing various authentic genres (forms) | | |
| | Title: Chicago Black Sox | U.S. History | 7 |
| 1 | Transactive Writing with an analytical or technical focus various authentic genres (forms) | | |
| | Title: Developing Darcy | English | 9 |
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Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

Pushing the Limits

I drew sharp, nervous breaths as I rubbed my sweaty palms together in anxious anticipation of finally receiving my score from my seventh grade writing portfolio. As I opened the packet, I fumbled with the pages and finally calmed down enough to locate the scorer's page. My heart sank as I saw the word "Apprentice" in large, red letters on the top of the page. As I examined the pieces to find the problem, I realized that my writing was very descriptive with acceptable content, but the pieces lacked insight and control of grammar usage to enhance the purpose. As a writer, I have begun to learn how to develop a focused piece, how to create vivid images through the use of rich, descriptive language, and how to vary sentence structure and depth to achieve writing proficiency.

I soon discovered, upon entering high school, that my proficiency level as a reader directly correlated with my proficiency level as a writer. In middle school, I was captivated by the Hardy Boys mystery series, but these books were of the fifth grade reading level, and the use of literary and grammar elements reflected that level of thought. With my reading limited to books like these, my writing was also limited to poor character development and word choice. I had already read a few books from the Harry Potter series when I entered high school, but I began to reread these books for entertainment because of the intense, multi-layered settings in which Harry and other masterfully developed characters lived. I then began to notice that my writing was also becoming more developed; reflecting the mastery of literary elements possessed by Rowling in her novels.

I also discovered that I was a visual learner. Even if a teacher told me about using rich language and varied sentence structures to increase the quality of my writing, I couldn't fully

understand the effect these things could have on my writing until I could study a model that exhibited proficient use of these elements. The seven books in the "Harry Potter" series are full of descriptive language. The following excerpt from Harry Potter and the Prisoner of Azkaban makes the characters seem to come to life in my mind: "A mass of filthy, matted hair hung to his elbows. If eyes hadn't been shining out of the deep, dark sockets, he might have been a corpse. The waxy skin was stretched so tightly over the bones of his face, it looked like a skull. His yellow teeth were bared in a grin. It was Sirius Black."

This excerpt from my portfolio piece, "Baseball Dreams" illustrates how far my writing has come, (thanks to the many examples of imagery in the "Harry Potter" series.) "We walked through the archway leading to the seats where I got my first view of the field. The green grass of the outfield had been mowed in a way that made a giant star design appear. I looked up expecting to see a roof just like the concessions area of the building had, but the stadium area above the playing field was open and the summer sunset flooded into the opening, casting stunning orange light over every member of the audience." This illustrates the control of imagery I have gained through carefully reading books from Rowling's "Harry Potter" series.

I know that I have a long way to go to achieve the masterful level of writing that some of my favorite authors like Rowling have achieved, but with each word that I scribble on paper, I push the limits of my writing even further and come one step closer to achieving my goal of writing at such a level that readers can see every detail of the piece in their mind.

Baseball Dreams

"Name all the teams in the National League Central," my dad drilled while we were eating Sunday dinner and playing our daily baseball trivia game.

"Cardinals, Astros, Cubs, Brewers, Reds, and Pirates," I replied with a smug look on my face.

"Good job," he told me with a proud and loving smile. "I thought I had you that time. I told everyone at church that my eight-year-old son knew just as much about baseball as I did; I guess I was right."

Dad knew I had a natural talent for baseball: it allowed me to throw and catch a squishy NERF ball before I learned to walk. Talent soon turned to infatuation as I began playing T-Ball at the age of three. I became obsessed with baseball, and the following summer I moved up to little league baseball and played the game continuously every summer after that. The most important summer for the development of my love for baseball was the summer when I was eight years old. I went with my family to watch my favorite team, the St. Louis Cardinals, play for the first time in my life.

"The game starts at 7:15, but we need to be at the stadium at six o'clock for batting practice, so we will leave here at two o'clock tomorrow," my dad informed me the day before the game.

"Why are we going so early, Dad?"

"I want us to see batting practice because we have a good chance of getting autographs and catching homeruns if we get there early."

In St. Louis, we drove through crowded streets colored red by the shirts of thousands of Cardinals fans and I finally saw Busch Stadium; an enormous circular building with hundreds of arches surrounding the top of the structure and large concrete walkways that spiraled upwards from the ground level to the third and highest level of the stadium.

I still vividly remember the feeling of intense excitement and awe that I felt when I saw the stadium. When we made it to the gate, a woman dressed in Cardinals apparel from head to toe tore my ticket in half and allowed me to walk inside. As I stepped into the building, the smell of hot dogs and nachos filled the air; other workers, all dressed just like the woman at the gate, were walking around handing out free Cardinals hats because it was souvenir day at the stadium. I wore my red Cardinals hat proudly so everyone could see who I was cheering for.

"Dad, come on!" I tugged on his hand because I remembered him saying we might get autographs if we got close to the field.

We walked through the archway leading to the seats where I got my first view of the field. The green grass of the outfield had been mowed in a way that made a giant star design appear. I looked up expecting to see a roof just like the concessions area of the building had, but the stadium area above the playing field was open and the summer sunset flooded into the opening, casting stunning orange light over every member of the audience. Finally, we made it to the area behind the dugout, just as the players started coming out for batting practice.

"Look there," my dad commanded as he pointed to a man in a white jersey with the name "Mabry" spelled in red letters on the back, "do you know who that is?"

"That's John Mabry!" I shouted.

"Where's John Mabry?" I heard as I looked up and saw the smiling face of my favorite Cardinal outfielder. He took my hat, signed it, and trotted onto the field for batting practice.

The game seemed to fly by like a speeding airplane, but I absorbed as much of the experience as I could. A sea of red could be seen doing the wave around the stadium every time the Cardinals did something impressive as the red clad supporters faithfully cheered for their team. Many workers could be seen walking around in the crowd, selling peanuts, cotton candy, and other items to fans who were too excited about the game to leave their seats. The game was tied one to one after nine innings and the game was forced into extra innings to decide a winner.

"Dad, this is amazing! Can you believe the game is still tied and it's the tenth inning?" I exclaimed.

"This is a really good game, but the Astros have the bases loaded with only one out!"

I nervously watched the next pitch as it was hit right up the middle of the infield. The Cardinals shortstop dove, caught the ball, and flipped it to the second baseman, who then tagged second for the force out and threw the ball to first base for the inning ending double play.

"Yes! Yes! Yes!" I shouted, shaking off my sleepy feelings and getting excited about the game again.

"Guess who bats first for the Cardinals this inning?" my dad asked with a smile that revealed he already knew the answer.

I looked up at the giant projector screen in center field for the answer to his question. I read "Now batting, John Mabry" in huge letters on the screen and my heart began to race excitedly.

Only one pitch was thrown in the bottom half of the tenth inning that night; John Mabry sent it screaming over the right field wall. My hero, who had been so nice to me and signed my hat, had won the game. The crowd erupted like a volcano of noisy cheers. I was so proud of my favorite player that I screamed louder than anyone else in support of the Cardinals.

"Dad," I blurted as we were leaving the stadium in a stampede of excited fans, "I want that to be me someday. I want to be a Cardinal."

That night at Busch Stadium I experienced something so amazing that I began to dream of someday playing Major League baseball. The intense passion that I developed for the game of baseball that summer has allowed me to be extremely close to my dad, given us many interesting conversations about the game, and encouraged me to push myself as hard as I can to be the best I can be at the game I love.

Chicago Black Sox

Baseball is known as America's greatest pastime, a great and honorable game, a game that is "clean" from the players all the way up to the owners and umpires. The Chicago "Black Sox" scandal of 1919 shows that even one of the greatest and most influential games in American history can be tainted by lies.

The Chicago White Sox baseball team was one of the best teams in the American League during the 1919 season. Some of the best players of the era, such as "Shoeless" Joe Jackson and pitcher Eddie Cicotte, were on this team yet the Chicago White Sox players of 1919 were some of the lowest paid players in the league. Owner Charles Comiskey was greatly disliked by the players because he paid them low salaries and made promises to them that he would not keep. For example, he promised his team a big bonus if they won the pennant, and when they did, the bonus turned out to be nothing but a case of cheap champagne. Many people believe that the lies of Charles Comiskey and the cheap salaries led to unhappiness amongst the players that sparked one of the most infamous scandals in baseball history.

The World Series

The World Series of baseball is a contest between the champion of the National League and the champion of the American league. Normally, a seven-game series is played between the two league champions to determine the best team in the nation. However in 1919 a special nine-game series would be played to increase revenue for the league due to increased interest of the post World War I era.

The Scandal Begins

A few weeks before the World Series, White Sox first baseman Chick Gandil approached gambler Joseph Sullivan with a plan to fix the World Series. He told Sullivan that for \$100,000, he and several of his unhappy teammates would purposely lose the World Series. Sullivan was a small time gambler however, and couldn't raise \$100,000 to pay the players; so many notorious gamblers of the era were called into help meet the demands of the players. Among them were former featherweight boxing champion Abe Attell, former White Sox pitcher "Sleepy Bill" Burns, new York Giants first baseman Hall Chase, and the man who provided most of the cash, Arnold Rothstein.

With the gamblers in on the fix, Gandil now needed to persuade his teammates to take part in the scandal. He first approached pitchers Eddie Cicotte and Claude "Lefty" Williams who had won 50 games between them that season. Williams immediately agreed, but Cicotte demanded \$10,000 up front to participate in the fix. Gandil approached several other influential players on the team that he knew he would need to make sure the fix would go off cleanly. Among these players were "Shoeless" Joe Jackson, Buck Weaver, Fred McMullin, Charles Risberg, and Oscar Felsch.

The series was about to start and the gamblers and players were ready to pull off the greatest scandal in the history of baseball. At a conspiracy meeting before the first game of the series, the gamblers and players agreed that starting pitcher Eddie Cicotte would hit the first batter of the game to signal that the fix was on.

Cicotte promptly hit the first batter he faced in Game 1 of the World Series, signaling the start of the series of events that would stain the game of baseball forever.

A Scandal Revealed

The Reds won five of the first eight games of the series to win the championship, shocking the nation.

However the fix was not discovered until almost a year after the 1919 World Series.

A grand jury investigating a possible fix in a Cubs-Phillies game called in New York Giants pitcher Rube Benton to testify. He proceeded to tell the jury that he had seen a telegram before the 1919 World Series that "Sleepy Bill" Burns had sent to his teammate Hall Chase saying that the White Sox would lose on purpose.

With the fix discovered, the players involved in the scandal began showing up in court to confess and give their testimony. On October 22, 1920 the Chicago Grand Jury indicted the eight White Sox players as well as five gamblers.

Judge Friend ordered the jury to return a guilty verdict only if they believed that the players had intended to defraud the public, and not merely throw ballgames. With this charge, the jury returned not guilty verdicts for all eight players involved; each not guilty verdict met large cheers and applause from the crowd in the courtroom.

Regaining Order

The players were found not guilty, but baseball owners wanted to have a commissioner; someone who could uphold order in the League. Therefore, Judge Kenesaw Mountain Landis became the first commissioner of baseball. He released a statement to the press the day after the jury's verdict saying: "Regardless of the verdict of juries, no player who throws a

ballgame or sits in conference with a bunch of crooked players and gamblers where the throwing of a game is discussed and does not promptly tell his club about it, will ever play professional baseball again." Landis carried out his promise when he banned all eight players involved from baseball for life.

At the time of the scandal, America was arriving home from war. Citizens were eager to see the best baseball players in the country play in the World Series. Records were set for attendance and large profits were made from the large crowds that the series drew. Unfortunately, eight players were not happy just simply playing the game they loved, they had to find a way to make as much money as possible. Their greedy actions took advantage of the postwar interest people had in baseball and allowed themselves and gamblers to exploit the public and earn a little extra cash.

Lingering Effects

The Chicago "Black Sox" scandal is one of the darkest events in baseball history. When the eight players on the White Sox team of 1919 decided to fix the World Series they threw away their careers and cast a shadow on the game of baseball that still lingers today.

The effects of their actions can still be seen in modern times. Another great player, Pete Rose, who bet on baseball during his career for the Cincinnati Reds. Rose was a future Hall of Fame player just like "Shoeless" Joe Jackson, but Rose was also banned from baseball after it was discovered that he bet on baseball games that his team was playing in. Although Rose never fixed a game or bet against his team he was banned because of the precedent set by Commissioner Landis to expel any player found to have bet on baseball from the game forever.

Developing Darcy

Jane Austen, considered by many to be the first great female author, shows great skill in character development in her novel Pride and Prejudice. Austen first introduces the character Mr. Darcy by describing him as a “tall, handsome man” (11). He is also said to be very rich, “having ten thousand a year” (11). However a character flaw is immediately evident in his being “proud and above being pleased” (11). Austen continues to skillfully develop the character of Mr. Darcy using the characterization techniques of illustrating his speech, actions, and effect on other characters.

Austen begins developing Mr. Darcy’s character by cleverly illustrating his personality in his speech. Darcy’s pride is very pronounced in his speech at the ball to Bingley. When Darcy is asked to dance he replies that he “detests it” (12) and states that “there is not a woman in the room whom it would not be a punishment to stand up with” (12). Darcy’s pride becomes clear in those statements and Austen begins to portray him as a man who believes he is too rich and noble to be at such a common ball. Darcy also tells Bingley that Elizabeth is “tolerable, but not handsome enough to tempt him” (13). However, later in the story Austen shows her ability to create a dynamic and changing character when Darcy tells Miss Bingley of Elizabeth’s “fine eyes” (34) and begins to show admiration for her that overcomes his initial prejudice against her.

Darcy’s character is developed even further by Austen illustrating his personality through his actions. In the beginning of the novel, Darcy’s actions are full of arrogance and pride. At the first ball, he did not speak to anyone except his own party and “spent the rest of

the night walking about the room" (12). However, as the story continues, Darcy's actions begin to indicate a gradual; yet obvious change of character as he begins to admire Elizabeth and notice that "her face was rendered uncommonly intelligent by her dark eyes" (29). He further pursues Elizabeth by "attending to her conversations with others" (30), which shows that his initial judgment that she wasn't beautiful has changed. Later, when Miss Bingley's jealousy of Darcy's infatuation with Elizabeth leads her to make rude "witticisms on fine eyes" (60) after Elizabeth leaves the room, Darcy's admiration keeps him from joining in.

Finally, Austen develops the dynamic character of Mr. Darcy by illustrating his personality through his effect on others. Darcy's friendship with Mr. Bingley is known to be very close, despite a great opposition of character. "On the strength of Darcy's regard, Bingley had the firmest reliance, and of his judgment the highest opinion" (19). However Darcy doesn't have such a positive effect on Elizabeth. Darcy's initial pride and prejudice towards Elizabeth during the ball at Pemberly at which they first meet disgusts Elizabeth so much that she promises her mother "never to dance with him" (24). When Darcy begins to admire Elizabeth, during her stay at Pemberly while Jane is sick, he causes Miss Bingley to become jealous. "Miss Bingley often tried to provoke Darcy into disliking her guest [Elizabeth], by talking of their supposed marriage, and planning his happiness in such an alliance" (68). The many differences in other's opinions of Darcy make him a very intriguing character.

Austen shows that she is a great female author in Pride and Prejudice by masterfully developing a round and very dynamic character in Mr. Darcy and painting a picture of his personality through the illustration of his speech, actions, and effect on other characters. Using

extreme depth of character development and other literary devices, Austen creates a compelling story so popular that it still influences many movies and novels today.

Kentucky Writing

Grade 12
Analytical/Technical
Sample

The Virtual Composer

The Virtual Composer

J — E —

Abstract

When using software, namely video games, there is often background music for certain areas — menus, areas and locations inside of games, etc. Not only can this music be expensive to buy, but also becomes tedious if only a small amount of it is bought. However, if companies were only required to buy a simple program that would constantly make them new music, keeping the tunes of the software fresh, these problems could be solved. But would people dislike computer-generated music?

Thus, it was hypothesized that a clip of music composed by a program would be virtually undistinguishable, at least on the first listen, from one composed by a human. The program generated a chord progression, which it then built a melody over using musical knowledge programmed into it. A survey resulted that while less than 25% of all people were likely to find the results unpleasant or annoying, the same could not be said for finding it un-musical.

Introduction

Background music has long been an effective way to build comfort or mood. It has spilled over into the modern world in many places, including virtual products. Whether it is playing on a menu screen for On Demand TV or echoing around a tavern in a fantasy video game, music is still relied upon for the same things it always has: comfort and mood. Thinking is often easier over background music. Immersion, a vital part in the success of most video games, settles upon the consumer more effectively.

Yet there are problems with obtaining music. It is expensive, as composers often want large payments for well-crafted music. It is even more expensive if you want to hire real musicians with a multitude of instruments to play it, as opposed to a computer or a studio-engineer with a synthesizer. The money spent on this could be going towards the actual product, instead of supplements to the product. Thus companies are often discouraged from expanding on this important aspect, and either do it in a lackluster—sometimes outright detrimental—way, or not at all. They may only buy one or two songs, which are played constantly and annoy the user, who simply turns off the sound. Yet, if they could buy a simple, cheap program that would instantly compose new music each time it was accessed by their product, this would be much less of a problem and would provide the same benefits of more expensive music, while diverting less effort and financing away from their main focus. Also, a full score of music will take up much more space on both a computer and CD than a small program, which can pose minor complications or inconveniences.

The focus of this project is not only to build an effective virtual music composer, but also to test whether or not people would accept the music composed by a cheap, simple program. If it is shown that, overall, people have no problem with it, the project can be a building block for a corporate-level product. The program will be written in the Java programming language (using the Bluej Java interface) and Melody Assistant to play the program's output.

Creating different classes made the organization and functionality of the program smoother. Outside of the main composer class, one was created to handle all of the information that pertained to a chord. Each chord used in the program was not a string of notes, but rather an instance of this class, within which the notes of the chord was a small part of information. It was within the Chord class that the method to randomly choose a next chord from its given list was stored. An abstract class called "phrases" was made, under which all other phrases (which were their own class) used as a template. Each class of a phrase knew how to create its own given phrase, returning the phrase when called (after it was given particular notes that it could start on, which was determined from the Chord class it would be played simultaneously with).

After the main "compose" method had been run, a .abc file was created. This file was properly formatted to be read by a dedicated music-program—In this case, Melody Assistant. Once opened with this program, individual notes could be seen and the composition could be exported to a music file with could in turn be played. For bug testing, a simple replacement of ".abc" with ".txt" in the file destination line would create a text file in ABC format which could be read.

The Survey

After the program was deemed complete—that is, once it could successfully output a functional piece of music—a single piece was composed and saved as an .mp3 file. Then, three other mainstream, human-composed pieces were rewritten in a manner that matches the output of the program: A chord progression underneath a single-note melody. Clips from the songs "My Father's Eyes" by Eric Clapton, "Hit That" by The Offspring, "Violin Concerto #1" by Paganini, and "We Didn't Start the Fire" by Billy Joel were used. It is important to note that these songs were chosen because they already matched the single-note-melody, basic-chord-progression style, and were thus not altered substantially by the transition. It was also important that they all be of a similar recording quality, so the computer-generated piece does not stand out so blatantly.

Once all pieces were stored as .mp3 files, which could be played by any MP3 player (in this case, an iPod). They were presented in 30-second clips to participants (35 in total: 31 is a minimum for many statistical tests), who then answered 2 simple questions. They were asked to identify any piece that sounds unpleasant or annoying, and any that sounds "un-musical". Thus, after collecting the data, it can be formulated whether or not the output of the program was successful.

Using a random number generator, the experimental clip was assigned on the survey as "clip 1".

With the results, a 1-proportion z-test was used, using a TI-84+ graphing calculator (although it will work with any graphing calculator at least as new as the TI-83).

Results

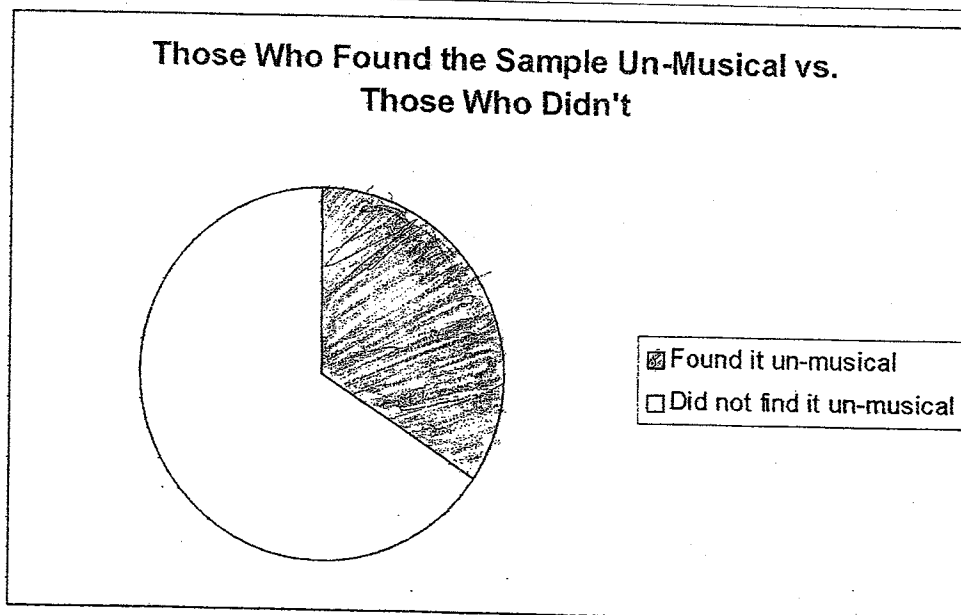
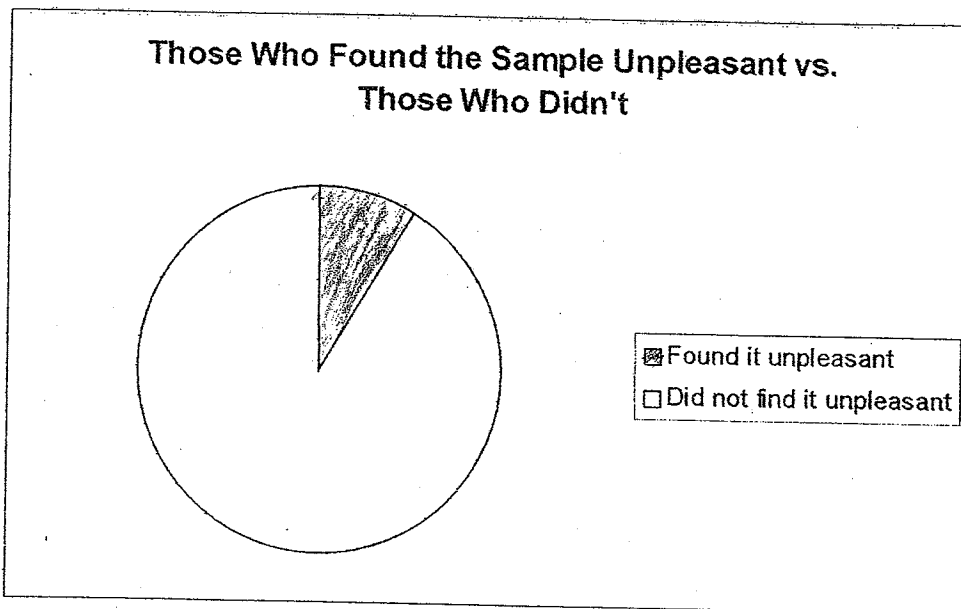
The program was completed successfully. Although errors and snags were encountered, it was negligible and did not prevent the desired result from being achieved. A functional mp3 file was exported, and the other songs were transposed to simpler format as well.

The results of the survey were as follows:

For question one, 2 out of the 35 applicants found the generated clip to be annoying or unpleasant. Question two yielded 12 who found it un-musical. That's 5.71% who found it unpleasant and 34.29% who found it un-musical.

Using a graphing calculator, a 1-prop Z-test of the chance that less than a fourth of all people would find the results of the composer unpleasant resulted in a p-value of .0042. The same test yielded a p-value of .897 for the probability that less than a fourth would find it un-musical.

These p-values must be compared to the significance value chosen earlier. If lower, the notion of less than 25% finding the piece either unpleasant or un-musical is rejected, meaning it is unlikely. Otherwise, it is accepted as being likely.



| | |
|----------------------------|----|
| Found it unpleasant | 2 |
| Did not find it unpleasant | 33 |

| | |
|----------------------------|----|
| Found it un-musical | 12 |
| Did not find it un-musical | 23 |

Discussion

When checked against the significance value of .1, the p-value of the first question is much lower, meaning that it is very likely that less than 25% of all people find the results of the program unpleasant. The p-value of the second question, however, was much higher than the significance value, meaning that it is very unlikely that 25% or less of the population would find the piece unmusical. Therefore, half of the hypothesis was correct.

The purpose of this experiment was to determine if it was likely that a simple computer composer could take the place of human composers for simple background music in commercial products. If this is to be true, it is absolutely imperative that a virtually-composed piece is not unpleasant to the listener. Not only will it obviously produce discomfort, but may do it to the extent that the consumer will be unsatisfied with the product. While good music may provide a great deal of immersion value for games, bad music can make immersion very difficult. It can disrupt thinking. It is better to have nothing at all than a negative thing. However, this thankfully does not seem to be the case, as it was found very likely that less than a fourth of all people will find it unpleasant. Although a fourth is still a very large portion realistically—especially for a commercial product—for a “rough-draft” of a program, it is suffice to prove that it is very likely for a program to produce pleasant music.

Musicianship is also paramount to the success of good music. There is more to music than just playing notes that sound good together—if it lacks certain character, melody, or feeling, people will not be able to connect with it. Unfortunately, this experiment was not able to prove that a simple program could produce something melodious or otherwise “musical”. It is therefore unlikely that such a program could take the place of a main theme song, and certainly not a mainstream stand-alone song.

Although most of the project went off smoothly, some things could have been done more effectively. Vague planning created a few problems and time-sinks when coding the program. If this or a similar project is to be repeated, it will definitely have a more solid plan beneath it before any coding is done. The survey, while mostly effective, could have been more comprehensive and set-up to have more informative results. As it is, all that is learned from the 2nd question (which did not ‘pass’) is that the portion of the population that would think the piece unmusical is not 25% or lower. The high p-value indicates only that it is very unlikely, not what a more realistic proportion would be (which would be useful to know). The nature of these results makes it difficult to compare the test to other similar tests. Also, the manner in which this experiment could be carried out could vary drastically, meaning that a viable match to compare it with would be difficult to find.

Overall though, it is believed that the experiment as a whole was a success in its goal. The future of a computer composer is not to produce main theme songs or mainstream radio hits, but to generate background “filler” music. As long as the music is not unpleasant (which the experiment showed it was not), then it doesn’t have to be melodious. In fact, melodious music may distract from the desired focus of the product more than other pieces. Judging by this project, a virtual composer seems to have a definite chance of success.

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Kentucky Writing

Poetry Exemplar Set Content

| Score Point | Exemplars—Content |
|-------------|-------------------------------|
| 4 | Presentation of a Fallen Snow |
| 3 | Mornings with My Dad |
| 2 | Time |
| 1 | Fishing |
| 0 | The Time Has Come |

Grade 12

The Presentation of a Fallen Snow

A rosy glow lightly strikes the white stage outside my window.
Thousands of diminutive snowflakes twinkle and wink back at me
from the glacial ground below.
Iridescent purples and pearls dance together
in the sudden spotlight I've bestowed upon them.

A dozen ominous spectators linger,
dark and protecting. Swaying gently
to music only deaf ears can hear.

I lean closer, nose pressed against the metallic scent
of cold glass to better see the delicate performance
befalling my bucolic backyard.
The glistening flakes twist and twirl like dancers in a silent ballet.

Only I am privy to their ephemeral exhibition-
a luminous feat in the weight of sinister shadows.
How I long to be on that other side,
swirling and shining; a radiant rebel
crying defiance to the darkness beyond.

I sigh.
And force myself to turn away,
Allowing the overpowering night to abruptly complete
my serene show, as a curtain falling over an occupied stage,
with the flick of a switch.

The Presentation of a Fallen Snow poem recreates scene

title of poem helps establish purpose and captures the essence of the poem

strong visual imagery throughout establishes mood of the poem

A rosy glow lightly strikes the white stage outside my window.
Thousands of diminutive snowflakes twinkle and wink back at me from the glacial ground below.

Iridescent purples and pearls dance together in the sudden spotlight I've bestowed upon them.

A dozen ominous spectators linger, dark and protecting. Swaying gently to music only deaf ears can hear.

metaphor!
personification

I lean closer, nose pressed against the metallic scent of cold glass to better see the delicate performance befalling my bucolic backyard.

The glistening flakes twist and twirl like dancers in a silent ballet.

simile

Only I am privy to their ephemeral exhibition - a luminous feat in the weight of sinister shadows.

How I long to be on that other side, swirling and shining; a radiant rebel crying defiance to the darkness beyond.

I sigh.

And force myself to turn away, allowing the overpowering night to abruptly complete my serene show, as a curtain falling over an occupied stage, with the flick of a switch.

conclusion of ^{this} moment in time shows authentic / insightful purpose sustained throughout and effective, insightful idea development

Focus - significance of a moment in time (newly-fallen snow at night) shows insight → contributes to reflective and insightful idea development

poet communicates effectively with audience

captures "performance" through the use of extended metaphor. This metaphor works with other elements (e.g. personification, simile, word choice, sentence structure) to recreate the "dance" of snow ending "With the flick of a switch."

skillfully applies characteristics of poetry genre - adheres to conventions of poetry (e.g. stanzas, effective use of figurative language, significant transitions)

Kentucky Writing Portfolio Grade 12 Exemplar Poetry

4 Content

Purpose and Audience, Idea Development and Support

The Presentation of a Fallen Snow

- **Establishes and maintains an authentic and insightful focused purpose throughout**

The title of the poem "The Presentation of a Fallen Snow" captures the essence of the poem—the reflection on a moment in time when the snow fell, "a thousand diminutive snowflakes dancing" outside at night. The purpose established in the first stanza, the focus on the moment in time, is authentic and insightful. It is developed and maintained throughout the poem with moments of reflection on being a "radiant rebel" and concluding with the final moments of the "serene show" ending "with the flick of a switch." Readers understand the distinctive voice of the poet in such lines as "... Swaying gently/ to music only deaf ears can hear" and "How I long to be on that other side,/ swirling and shining; a radiant rebel/ crying defiance to the darkness beyond."

- **Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone**

This poem indicates a strong awareness of meeting the audience's needs by presenting one person's reflection on a universal experience. Language is crafted carefully in most instances leading the reader through the "dance" outside the narrator's window. Even the use of a simple sentence in the final stanza is used purposefully to lead the reader into the conclusion ("I sigh."). The poetic elements (e.g. sound devices, imagery) work together to create a peaceful, contemplative tone appropriate for the subject.

- **Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre**

The poem captures the "presentation" through the use of an extended metaphor, which we see in the title and the first line of the poem ("When light from the window "strikes the white stage"). Reflective and insightful idea development is present throughout the poem. In the third stanza, the flakes "twist and twirl like dancers in a silent ballet." In the second stanza, the narrator of the poem includes an implied metaphor of the "dozen ominous spectators linger[ing],/ dark and protecting. The narrator admits "How I long to be on the other side,/ swirling and shining; a radiant rebel. . ." indicating insight into the meaning of the poem. Then in the final stanza, the metaphor concludes with the "curtain falling over an occupied stage" and the show ends "with the flick of a switch." The poet skillfully applies characteristics of the poetry genre through his/her effective use of such devices as stanzas, figurative language, and imagery.

Instructional Implications:

Teachers may use this sample to help students

- develop a poem focused on the significance of a specific moment in time.
- develop strong visual imagery when writing poetry.

Mornings With My Dad

Another morning.
There were so many that summer.
My dad and I
Climbed into his red truck after breakfast.
Out of the neighborhood
Out of town
Further into the country
The fields grew bigger
Driving down the
Sunny winding roads to the farm
But it wasn't the farm that I loved so much –
It was the drive.
It was our time together on the back country roads
Framed with fields of corn, wheat, tobacco. . .
Never wanted to go home
Never wanted to grow up
Just happy there with my dad.
Not worried about destination
Taking detours farther into peaceful lands few had ever seen.
He took me to the top of the world
Where I could see for miles.
The views he showed me were
Breathtaking
Sometimes he would spot a turtle,
Slow down and stop
for me
To rescue it.
I don't remember
How to get back there – to the farm
Or how to tell if soybeans are growing in the field
But I do remember the
Warm sunny summer mornings
In the truck with
My dad.

Mornings With My Dad

title captures
main purpose/essence
of the poem

Establishes
a purpose of
relating the
importance
of spending
mornings with
Dad

Another morning.

There were so many that summer.

My dad and I

Climbed into his red truck after breakfast.

Out of the neighborhood

Out of town

Further into the country

The fields grew bigger

Driving down the

Sunny winding roads to the farm

But it wasn't the farm that I loved so much -

It was the drive.

It was our time together on the back country roads

Framed with fields of corn, wheat, tobacco...

Never wanted to go home

Never wanted to grow up

Just happy there with my dad.

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Taking detours farther into peaceful lands few had ever seen.

He took me to the top of the world

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Sometimes he would spot a turtle,

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To rescue it.

I don't remember

How to get back there - to the farm

Or how to tell if soybeans are growing in the field

But I do remember the

Warm sunny summer mornings

In the truck with

My dad.

meets needs of reader
by adhering to
conventions of poem

use of specific
language (e.g., "framed
with fields of corn,
tobacco, wheat," "taking
detours into peaceful
lands") contributes to
tone of poem; shows individual
voice of narrator

successfully applies
characteristics of
the poetry genre A-116
(e.g., form of poem influences
meaning; repetition in
key places)

develops
initial
idea of
spending
a morning
with
dad;
transitions
to developing
narrower,
more specific
idea - "It
was the
drive"

focus on
the experience

Narrows purpose
to focus of poem -

Key repetition

use of descriptive
language)

imagery

develops idea
about the
ride

Key idea to maintain
focus on
the experience

Kentucky Writing Portfolio Grade 12 Exemplar Poetry

3 Content

Purpose and Audience; Idea Development and Support

Mornings with Dad

- **Establishes and maintains an authentic focused purpose throughout**

The title of this poem, "Mornings with Dad," helps establish an authentic purpose of relating the importance of spending-- "[A]nother morning./There were so many that summer" with dad. However, the focus narrows in lines 11-12 when it centers on "... the drive." The purpose is maintained throughout this poem, concluding not with what the narrator doesn't remember ("How to get back there—to the farm") but the significance of what he/she does remember, the "Warm sunny summer mornings/In the truck with/My dad."

- **Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone**

This poem indicates an awareness of the audience's needs paying particular attention to details the reader needs to successfully understand the poem (e.g., the visual imagery, the form of the poem in the shape of a winding road). The writing conveys the writer's voice with its use of language and organization and development of key ideas (e.g., "'It was our time together on the back country roads/ Framed with fields of corn, wheat, tobacco. . ." and "Taking detours farther into peaceful lands few had ever seen."

- **Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre**

The writing demonstrates sufficient depth of idea development beginning with the focus on the morning, narrowing to the drive. The narrator is "not worried about [the] destination" and is just happy spending time with dad. Specific details support the development of ideas such as the repetition of "Never wanted to grow up/ Just happy there with my dad" and a moment in time remembered when the narrator of the poem recalls the breathtaking views. The conclusion shows a fully developed poem around the main idea—The importance of the "warm sunny summer mornings/ In the truck with/ My dad."

Instructional Implications

Teachers might use this poem to help students

- establish a purpose and then narrow it further into the text of the poem.
- understand how form can influence meaning in poetry.

English Poetry Assignment

Time

Time is inevitable.
It hits you like a brick wall,
You try to fight it but it is no use.
Time is like a roller coaster,
Never ceasing, always altering.
You can't turn back,
No matter how you try.
Sometimes you try to reverse it,
But you just can't change it.
Once you make a mistake,
You can't take it back.
It always moves on,
Like the seasons.
Sometimes it seems like there is a million hours in the day,
At others it seems like one.
Occasionally it sits in one place,
Stagnant and still.
Do not fret,
For it will never end,
Our time will arrive,
And the time will still not end.

English Poetry Assignment

Time

simile - characteristic of genre

Time is inevitable,
It hits you like a brick wall,
You try to fight it but it is no use.
Time is like a roller coaster,
Never ceasing, always altering.
You can't turn back,
No matter how you try.
Sometimes you try to reverse it,
But you just can't change it.
Once you make a mistake,
You can't take it back.
It always moves on,
Like the seasons.

The first line attempts to establish a narrowed purpose - the inevitability of time

support is repetitive and unelaborated

audience of "you" shows some awareness audience

attempts to communicate with reader

Sometimes it seems like there is a million hours in the day,

At others it seems like one.
Occasionally it sits in one place,
Stagnant and still.
Do not fret,
For it will never end,
Our time will arrive,
And the time will still not end.

simile some lapses in focus due to repetitions details

applies some characteristics of the genre (eg. form, some figurative language)

though some of the details support may be irrelevant / repetitions, idea development is unelaborated

only some idea development is evident in poem
- Time is inevitable/brick wall
- Try to fight it
- Like a roller coaster
- Can't reverse it
- moves on like seasons
- [Time] occasionally sits in one place
- Don't worry our time will arrive/end

**Kentucky Writing Portfolios
Grade 12 Exemplar Poetry**

2 CONTENT

Purpose and Audience
Idea Development and Support

Time

- **Attempts to establish and maintain a narrowed purpose; some lapses in focus**

The title and first line show the writer's attempt to establish the narrowed purpose of focusing on the inevitability of time. However, there are lapses in focus caused by unelaborated, repetitious details (e.g., "Never ceasing, always altering,/ You can't turn back,/ No matter how you try" and "Sometimes you try to reverse it,/ But you just can't change it./ Once you make a mistake, You can't take it back." There is an attempt to maintain the purpose until the end with the advice, "Do not fret,/ For it will never end. . ."

- **Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone.**

The use of the pronoun "you" and "our" shows an attempt to communicate with the audience. However, that communication is not always clear. The advice in the last four lines, "Do not fret. . ." show some awareness of the reader's needs as the poem transitions into this conclusion. There is some voice evident within the poem as evidenced by lines such as "Occasionally it sits in one place,/ Stagnant and still."

- **Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre.**

While several ideas are introduced ("time is inevitable" and "time is like a roller coaster"), these ideas are not elaborated. The details/support becomes repetitious when the poet tries to develop the purpose of the inevitability of time. (e.g., "You can't turn back,/ No matter how you try. / Sometimes you try to reverse it,/ But you just can't change it."

Instructional Implications

Teachers may use this sample to help students

- revise to eliminate repetitious details.
- improve the use of similes and metaphors in poetry writing.

FISHING

One blistering summer afternoon,
I heard the call of the loon.

It was so hot and the sun was bright,
The sky was blue and the wind was just right.

I wanted to catch a catfish or a trout,
This I knew without a doubt.

Sometimes I would go and catch nothing,
But this time I'm not leaving until I get something.

I wanted to go to my favorite fishing hole,
Along with me, my trusty old pole.

I have a spot that looks like heaven,
Where I have fished since I was seven.

With tall weeds and cat tails that wave in the wind
It looks like a secret found around a bend.

It had catfish, trout, bass, and bluegill,
I always caught more than my fill.

I would pack them home to my dad.
He told me I was such a good lad.

We would fillet them, ready to batter,
Then fry them in grease that makes you fatter.

Fishing is something you just can't beat,
It is like a wonderful treat.

title indicates a general purpose → FISHING

attempts to establish a general purpose of "one summer afternoon"

then switches to "sometimes"

poem shifts again - lacks focus even though there is an attempt a general purpose

idea development is limited; writer attempts to create a scene or image but details are weak

{ One blistering summer afternoon,
I heard the call of the loon.

It was so hot and the sun was bright,
The sky was blue and the wind was just right.

I wanted to catch a catfish or a trout,
This I knew without a doubt.

Sometimes I would go and catch nothing,
But this time I'm not leaving until I get something.

I wanted to go to my favorite fishing hole,
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We would fillet them, ready to batter,
Then fry them in grease that makes you fatter.

Fishing is something you just can't beat,
It is like a wonderful treat.

Examples of meaning sacrificed for rhyme

Use of stanzas show attempt at poetry genre

General statement about fishing

**Kentucky Writing Portfolios
Grade 12 Exemplar Poetry**

1 CONTENT

Purpose and Audience
Idea Development and Support

“Fishing”

- **Attempts to establish a general purpose; lacks focus**

While the opening line of the poem attempts to establish a general purpose, to share one summer afternoon of fishing, the poem lacks focus because it shifts to memories of many fishing experiences and then ends with a general statement praising fishing.

- **Indicates limited awareness of audience’s needs**

This poem indicates a limited awareness of the audience’s needs as evidenced by its sacrifice of meaning for rhyme and its shifts in focus. Other than the closing stanza telling the reader that fishing is wonderful, there is little to indicate that the poet understood the perspective of the reader of this poem.

- **Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre.**

The writing demonstrates a limited attempt at development of ideas caused by the few details included within each stanza, the generalized language, and the lapses and shifts that occur throughout. In most stanzas, the writer attempts to create a scene or image; however, the development of the images is sacrificed for rhyme (e.g., batter/fatter).

Instructional Implications

The teacher might use this sample to help students

- analyze and suggest ideas for revision.
- suggest ways the poet could narrow and develop his/her general topic-driven poem.

The Time Has Come

The time has come,
For her to go.

The time has come,
For my love to show.

The time has come,
To say good bye.

The time has come,
For me to cry.

The time has come,
To set her free,

The time has come,
For her to leave

The time has come,
Just like before,
For me to say,
Good bye once more.

The time has come.

The Time Has Come

The time has come,
For her to go.

The time has come,
For my love to show.

The time has come,
To say good bye.

The time has come,
For me to cry.

The time has come,
To set her free,

The time has come,
For her to leave

The time has come,
Just like before,
For me to say,
Good bye once more.

The time has come.

- The poem fulfills
no apparent
purpose.

- Language is chosen
to complete rhyme
rather than to
develop purpose.

- Poem lacks
audience awareness

- Repeated stanza
form does not
contribute to any
idea development

**Kentucky Writing Portfolios
Grade 12 Exemplar Poetry**

0 CONTENT

Purpose and Audience
Idea Development and Support

The Time Has Come

- **Lacks purpose**

The poem fulfills no apparent purpose. Even with the potential for a suggestion of purpose in the second to last stanza ("the time has come,/ Just like before,/ For me to say,/ Good bye once more"), no purpose has been established earlier for any type of conclusion.

- **Lacks awareness of audience**

The writing does not demonstrate that the poet understood the needs of the reader/audience. Meaning is sacrificed for rhyme and the random nature of the stanzas confuses the reader.

- **Lacks idea development; may provide random details**

This poem lacks idea development. The repetition of "The Time Has Come" does not function to develop an idea and the second line of each stanza is random. Likewise, the repetition of the stanza form does not contribute to any sense of idea development.

Kentucky Writing

Grade 12 Quality Control Pieces

NOTE: DACs receive the quality control pieces from the Office of Assessment and Accountability. Please check with your DAC for these samples to use during your scoring session.